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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with a variety of topics, including the following: (1) the preparation of eighth grade students for criterion referenced reading testing and its effect on standardized reading scores; (2) alternative cloze test formats for use with fourth and sixth grade readers; (3) the relationship between early identification procedures during kindergarten and subsequent third grade reading achievement; (4) sixth and seventh grade standardized test scores as predictors of performance on the verbal sections of SAT's; (5) the development and testing of a systematic observation instrument to study teacher effectiveness in the reading classroom; (6) the design, implementation, and evaluation of a criterion referenced diagnostic/prescriptive reading course for college students; (7) the development and evaluation of a self-report instrument to measure conflict management style; (8) the relationships between a visual reversals test and a phonemic segmentation task and end-of-first-grade reading achievement; (9) the validity of the descriptive tests of language skills and other predictor variables in the placement of basic skills students in a college developmental reading course; and (10) the evaluation of a college developmental reading program on the criteria of retention of reading achievement, change in attitude toward reading, and student satisfaction with reading instruction. (HTH)

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Abstracts of the following dissertations are included in this collection:

Engram, Franklin Tye
THE PREPARATION OF GEORGIA EIGHTH-GRADE STUDENTS FOR CRITERION-REFERENCED READING TESTING AND ITS EFFECTS ON STANDARDIZED READING SCORES

Hawkins, Lynn Taylor
A TAXONOMIC ANALYSIS OF COMPREHENSION QUESTIONS IN TRADITIONAL, PHONIC, AND LINGUISTIC BASAL READING MATERIALS

Henk, William A.
AN ANALYSIS OF ALTERNATIVE CLOZE TEST FORMATS FOR USE WITH FOURTH AND SIXTH GRADE READERS

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THE EFFECTS OF ETHNOLINGUISTIC GROUP, LENGTH OF PRESCHOOL ENROLLMENT, AGE, AND SEX ON LOCUS OF CONTROL IN PRESCHOOL CHILDREN AS MEASURED BY TWO INSTRUMENTS

Kaufman, Rachel Millison
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THE RELATIONSHIP BETWEEN PIAGETIAN COGNITIVE MEASUREMENTS AND STANDARDIZED ACHIEVEMENT MEASUREMENTS OF INNER-CITY SCHOOL CHILDREN AGES 12 TO 15 OF VARIED ETHNIC BACKGROUNDS

Levy, Bernice
SIXTH AND SEVENTH GRADE STANDARDIZED TEST SCORES AS PREDICTORS OF PERFORMANCE ON SAT-V TESTS

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THE DEVELOPMENT AND PSYCHOMETRIC TESTING OF A SYSTEMATIC OBSERVATION INSTRUMENT TO STUDY TEACHER EFFECTIVENESS IN THE READING CLASSROOM

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DESIGN, IMPLEMENTATION, AND EVALUATION OF A CRITERION-REFERENCED DIAGNOSTIC/PRESCRIPTIVE READING COURSE FOR COLLEGE STUDENTS

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THE DEVELOPMENT AND EVALUATION OF A SELF-REPORT INSTRUMENT TO MEASURE CONFLICT MANAGEMENT STYLE

Sadoff, Arthur C.
THE RELATIONSHIPS BETWEEN A VISUAL REVERSALS TEST AND A PHONEMIC SEGMENTATION TASK AND END OF FIRST GRADE READING ACHIEVEMENT

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THE VALIDITY OF THE DESCRIPTIVE TESTS OF LANGUAGE SKILLS AND OTHER PREDICTOR VARIABLES IN THE PLACEMENT OF BASIC SKILLS STUDENTS IN A DEVELOPMENTAL READING COURSE AT SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Tophoj, Barbara Ellen Carlson
EVALUATION OF THE KANSAS STATE UNIVERSITY DEVELOPMENTAL READING PROGRAM ON THE CRITERIA OF RETENTION OF READING ACHIEVEMENT, CHANGE IN ATTITUDE TOWARD READING AND STUDENT SATISFACTION WITH READING INSTRUCTION

THE PREPARATION OF GEORGIA EIGHTH-GRADE STUDENTS FOR CRITERION-REFERENCED READING TESTING AND ITS EFFECTS ON STANDARDIZED READING SCORES

Order No. DA8226149

ENGRAM, FRANKLIN TYE, PH.D. *Georgia State University - College of Education*, 1982. 267pp.

Purpose. The purpose of this research was to answer two questions: (1) If criterion-referenced testing in reading is to be used as a measure of accountability for Georgia teachers, is it possible to design a preparation instrument to assure teachers that students have mastered the necessary objectives prior to the state assessment. (2) Since criterion-referenced testing demands behavioral objectives as the foundation for constructing test items, can reading actually be delimited to twenty observable behaviors which embrace the necessary skills for one to demonstrate proficiency?

Methods and Procedures. Analysis of covariance was the research method utilized with an experimental-control group design, using intact classes. After the preparation for criterion-referenced testing material was designed, students in the experimental group were evaluated with a pretest for the preparation material and a standardized reading test. During one quarter the reading program for these students was based solely on the remediation of weaknesses demonstrated on criterion-referenced objectives. The students in the control group, who also received both pretests, were given an individualized, developmental reading program based on reading deficiencies demonstrated on the standardized reading instrument and on their chosen area of advancement. Both groups were posttested with the Georgia criterion-referenced test in reading for eighth grade and a standardized reading test.

Results and Conclusions. Students prepared for criterion-referenced testing performed at a significantly higher level on the state criterion-referenced test than those who received the individualized, developmental reading program. However, those students who received the individualized, developmental reading instruction, with no particular emphasis on behavioral objectives, performed at a significantly higher level on a standardized reading posttest. Thus, although preparation for criterion-referenced testing is effective in assuring better results on the state criterion-referenced tests, it does not assure that students are more proficient readers as a result of having mastered the designated behavioral objectives. Reading, therefore, seems to be a process which cannot be delimited to a finite number of observable behaviors.

A TAXONOMIC ANALYSIS OF COMPREHENSION QUESTIONS IN TRADITIONAL, PHONIC, AND LINGUISTIC BASAL READING MATERIALS

Order No. DA8216762

HAWKINS, LYNN TAYLOR, ED.D. *West Virginia University*, 1982. 202pp.

The purpose of this investigation was to determine the frequencies with which taxonomic levels of comprehension questions occurred in instructional materials reflecting Traditional, Phonic, and Linguistic approaches to reading. Research findings were sought to determine the extent to which comprehension questions beyond the literal level were included by the authors of basal reading series which were published from 1971-1979. Further, this study was designed to determine whether trends in questioning patterns occurred within the primary and intermediate levels.

"The Barrett Taxonomy--Cognitive and Affective Dimensions of Reading Comprehension" (Barrett, 1976) was employed in the classification of questions. Basal series were categorized in terms of reflecting a Traditional, Phonic, or Linguistic approach and a stratified random sampling of thirty percent of the stories included in two series within each classification were analyzed for levels of questioning. Inter-rater reliability was determined to exceed ninety percent agreement among independent raters.

Results of the analysis revealed that: (1) There was dependence ($p < .01$) between the respective approaches to reading and the frequency with which taxonomic levels of comprehension occurred. This pattern occurred in grades one through six and within the primary and intermediate levels. This dependent relationship indicated that the frequency pattern with which comprehension questions occurred were uniquely associated with the various approaches to reading. (2) Across materials and levels, nearly fifty percent of the comprehension questions were found to occur at the literal level. A far smaller percentage of questions was classified as belonging to the evaluation and appreciation levels. (3) Combined percentages for the literal and inferential taxonomic categories represented almost ninety percent of the total questions posed across the six series. (4) Individual series within specific approaches were diverse, often extreme, in their distributions of levels of comprehension questions. The differences occurred among grades one through six and within the primary and intermediate grade materials.

It may be concluded that the six individual series were generally unique with regards to their treatment of comprehension questioning. Therefore, those who would employ these various approaches or individual series must be aware of the individual differences in philosophies of comprehension and of differences in comprehension questioning practices.

AN ANALYSIS OF ALTERNATIVE CLOZE TEST FORMATS FOR USE WITH FOURTH AND SIXTH GRADE READERS

Order No. DA8216763

HENK, WILLIAM A., ED.D. *West Virginia University*, 1982. 182pp.

In the present study, the specific performance characteristics of eight alternative cloze test formats were examined at the fourth and sixth grade levels. The formats were derived from all possible combinations of the three independent variables, deletion pattern (every-5th versus total random), blank condition (standard versus cued), and scoring mode (verbatim versus synonymic). Separate analyses at each grade assessed (1) the effects of the independent variables on mean cloze response accuracy, (2) the degree of relationship between verbatim and synonymic scoring systems, (3) the effects of varying numbers of words between blank spaces, and (4) the concurrent validity and reliability of the individual cloze formats.

At each grade, 64 subjects were randomly assigned to one of four basic treatments (every-5th/standard, every-5th/cued, total random/standard, and total random/cued) and tested. Responses on each of the cloze passages were scored in both a verbatim and synonymic manner. Lastly, subjects were individually administered silent portions of an informal reading inventory to determine instructional reading levels.

A 2 x 2 x 2 mixed analysis of variance was computed which indicated significant first-order interaction effects for the deletion pattern by scoring mode and blank condition by scoring mode interactions at both grade levels. In the sixth grade analysis, the deletion pattern by blank condition interaction also attained significance.

High positive relationships were observed between verbatim and synonymic scoring across all basic cloze forms. Also, two analyses tested the maximum item independence hypothesis associated with a context distance of four words between blanks. At fourth grade, the results were equivocal, however at sixth grade, the evidence favored a rejection of this notion.

None of the fourth grade cloze formats was significantly related to silent instructional reading levels as determined by the *Ekwall Reading Inventory*. At sixth grade, appreciable increases in both the concurrent validity and reliability of the formats were noted.

It was concluded that a re-examination of traditional cloze testing appears warranted. In particular, it was recommended that the sixth grade total random/cued/verbatim format receive additional consideration. This determination was based on the format's theoretical capacity to circumvent sampling and scoring biases while maintaining desirable validity and reliability standards.

THE EFFECTS OF ETHNOLINGUISTIC GROUP, LENGTH OF PRESCHOOL ENROLLMENT, AGE, AND SEX ON LOCUS OF CONTROL IN PRESCHOOL CHILDREN AS MEASURED BY TWO INSTRUMENTS

HOTCHKISS, MARY JO, ED.D. *University of Southern California*, 1982. Chairperson: Professor Margaret Smart

Problem. The problem was to determine the impact of four independent variables on scores for internality for three ethnolinguistic groups of preschool children as measured by two instruments of locus of control.

Procedures. Thirty-nine preschool children were interviewed. Three ethnolinguistic groups were represented: Spanish-speaking, Spanish-surnamed children; English-speaking black children; and English-speaking, Spanish-surnamed children. The interviews resulted in scores for internality which were analyzed to determine the impact of ethnolinguistic group, age of child, length of preschool enrollment, and sex of child. The instruments used were the Stanford Preschool Internal-External Scale (SPIES) and the Stephens-Delys Reinforcement Contingency Interview (SDRCI).

Findings. The two instruments used appeared not to yield equivalent results for internality. Internality for negative reinforcements as measured by the SPIES (SP–) was the most sensitive to the effects of the independent variables. Ethnolinguistic group was a significant factor in explaining the variation especially for SP– when ethnolinguistic group was examined with length of enrollment and age. Age alone explained little of the variation among means. A child's sex explained little of the variation among means. A child's sex explained little of the differences in the means.

Conclusions. Instruments purporting to measure the same construct may not yield equivalent results, even when used with the same sample. Ethnolinguistic group and length of preschool enrollment appear to be important sources of variation in means for scores of internality, especially in interaction with each other and with age. Whether the age and the sex of the preschool child alone are major sources of variation in internality is questionable.

Recommendations. Further investigation of the impact of the format of instruments and subject characteristics should be undertaken. The effects of sex and age need further study. Attention needs to be given to the characteristics of school settings and child characteristics in order to determine whether school characteristics influence internality differentially. It is important to consider adapting current practices so that "external" children can have successful school experiences. Teachers need to recognize students as unique individuals, and strategies which are effective in fostering success in school for one student may not be effective for another.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN EARLY IDENTIFICATION PROCEDURES DURING KINDERGARTEN AND SUBSEQUENT THIRD GRADE READING ACHIEVEMENT

Order No. DA8226474

KAUFMANN, RACHEL MILLISON, PH.D. *University of Maryland*, 1982. 105pp. Supervisor: Robert M. Wilson

The purpose of this research was to determine the relationship between early identification procedures during kindergarten and subsequent third grade reading achievement. In order to address this problem, the study investigated the correlations between the Maryland Systematic Teacher Observation Instrument (MSTOI), the Metropolitan Readiness Tests (Metro), the Rutgers Drawing Test, and Teacher Judgment (TJ) ratings, all of which are utilized in kindergarten, and later reading achievement as measured by the California Achievement Tests (CAL) Reading total which is administered at the beginning of grade three. Data were collected on a random sample of 150 students who are presently in the fourth grade and who had obtained a scholastic ability score of 90 or above on the Otis-Lennon Test of Mental Abilities taken in the fall of the second grade.

Multiple linear regressions and zero order correlations were employed to answer the research questions. The major findings of the study can be summarized as follows: (1) All of the predictor variables correlated significantly at the .05 level with the CAL Reading total scores except for the MSTOI Psychomotor subtest, entry age, and sex designation. (2) The Metro Auditory factor was most highly correlated (r = .48) with the CAL Reading total. (3) Intercorrelations among the Metro factors were low. Intercorrelations among the MSTOI subtests were high, as were the intercorrelations among thr TJ areas. (4) The optimal subset of independent variables as determined by the multiple linear regression, is the Metro Auditory (23.04%), the MSTOI Sensory Perception (7.83%), and the TJ Auditory (3.12%). These three predictors comprise approximately 34% of the 39.66% explained variance of the CAL Reading total. (5) The addition of sex and age did not add significantly to the prediction equation.

The investigator concluded that readiness measures during kindergarten can provide predictive data about third grade reading achievement.

Implications for theory, research, and education are discussed.

THE RELATIONSHIP BETWEEN PIAGETIAN COGNITIVE MEASUREMENTS AND STANDARDIZED ACHIEVEMENT MEASUREMENTS OF INNER-CITY SCHOOL CHILDREN AGES 12 TO 15 OF VARIED ETHNIC BACKGROUNDS

Order No. DA8220588

LA MAIN, GLADYS MARIE, PH.D. *Claremont Graduate School*, 1982. 221pp.

This study was an examination of the relationship that exists between Piagetian cognitive measurements and standardized achievement measurements of children ages twelve to fifteen of three ethnic backgrounds.

The 53 subjects were randomly selected from grades 6, 7, and 8 of a middle school in Santa Ana, California. The three ethnic groups were Hispanic, Anglo, and Black. The instruments used in the investigation were ten Piagetian tasks and six subtests of the California Achievement Test. The Piagetian measurements consisted of four conservation, three classification, and three seriation tasks. The standardized achievement measurements were reading vocabulary, reading comprehension, spelling, language expression, language mechanics and research skills.

Results of the multivariate analysis of variance showed that only the difference between the children of the different age groups were significant at the 0.05 level of confidence. Ethnicity and sex and their interactions had very little significance.

The results of the Pearson-Correlation and a simultaneous regression analysis indicated very little relationship between the cognitive tasks and the California Achievement Test subtests. The multiple regressions showed that the cognitive tasks could account for 36 percent of the variance of language expression and 48 percent of the variance of language mechanics (the two subtests which had shown significance).

This study bears out Piaget's theory that children do not reach operational levels in all developmental concepts at the same age levels. It further shows that very little of the child's logical thinking processes in language and reading development is measured by the subtests of the California Achievement Test.

This study has implications for educators concerned with the effectiveness of the measurements used to determine the cognitive growth of children in language and reading development.

SIXTH AND SEVENTH GRADE STANDARDIZED TEST SCORES AS PREDICTORS OF PERFORMANCE ON SAT-V TESTS

Order No. DA8225118

LEVY, BERNICE, ED.D. *Hofstra University*, 1982. 177pp.

The major purpose of this six year retrospective study was to investigate the efficacy of using sixth and seventh grade standardized reading tests scores as predictors of Scholastic Aptitude Test-Verbal (SAT-V) scores. Secondary purposes were (1) to investigate the impact of the Regularly Scheduled Reading Instruction (RSRI) received by below grade level secondary students upon expected grade ten Comprehensive Tests of Basic Skills (CTBS) Reading Scores, and (2) to determine the possible impact of grade of entry into the district upon CTBS and SAT-V scores. Pearson product-

moment correlations, multiple regression formulas, factor analysis, and analysis of variance were applied to analyze the fourteen test scores of the 127 subjects and to test the fourteen hypotheses.

The major findings and conclusions were: (1) a battery of sixth, seventh, and tenth grade standardized tests can effectively predict SAT-V test scores with 81 percent accuracy, (2) the best single grade seven predictor of SAT-V scores was the CTBS Total Reading score. The best single grade ten predictor was the Short Form Test of Academic Aptitude (SFTAA) Language test, (3) Regularly Scheduled Reading Instruction (RSRI) had a positive educational impact upon the grade ten Comprehension scores of below grade level students. RSRI did not appear to affect vocabulary achievement, (4) grade of entry had no impact upon the CTBS or the SAT-V scores of subject, and (5) all of the tests shared a high degree of communality and appeared to measure similar skills.

The possible significance of this study lies in the identification of reliable predictors of SAT scores which can enable educators to implement appropriate intervention programs five or six years prior to administering the SAT tests.

THE DEVELOPMENT AND PSYCHOMETRIC TESTING OF A SYSTEMATIC OBSERVATION INSTRUMENT TO STUDY TEACHER EFFECTIVENESS IN THE READING CLASSROOM

Order No. DA8226104

MANGANO, NANCY GLORIA, PH.D. *Texas A&M University*, 1982. 281pp. Chairman: Dr. William H. Rupley

This study involved the development and testing of the Group Reading Interaction Pattern Observation Instrument (GRIP) designed to record teacher and pupil interactions in the reading classroom for the purpose of delineating verbal process behaviors and patterns of behaviors that enhance pupil achievement.

The conceptualization and development of GRIP was derived from a review of both the process-product research literature and the existing observation instruments. Preliminary validity data was gathered during a pilot study when observers were asked to complete a questionnaire related to the frequency of use, ambiguity, and mutual exclusivity of each subcategory. GRIP was modified accordingly.

Further validation occurred when seven jurors responded to a questionnaire that attempted to capture aspects of face, content, and construct validity. Results suggested that GRIP was useful for the purpose that it was intended. Criterion-related validity calculations showed that average coefficients were above the a priori set level of minimum acceptable ability during training but decreased significantly when retested on a total reading lesson script one month following training.

Both inter- and intra-observer reliability coefficients were also estimated during this study. Results showed that average inter-observer coefficients obtained during training were above .70, although some coefficients were below this level. A significant decrease was noted on these measures from the training session to actual classroom observations. Average inter-observer reliability calculations increased significantly from the first two weeks of classroom observation to the remaining weeks. Intra-observer calculations, which reflect the consistency of an observer's coding from one occasion to the next, averaged .60.

Analysis of the accuracy and consistency of each of the subcategories was also noted. These analyses were synthesized and subjectively labeled as stable, unstable, or moderately stable. Results showed that six of the subcategories were unstable, 20 were moderately stable, and 16 were highly stable.

DESIGN, IMPLEMENTATION, AND EVALUATION OF A CRITERION-REFERENCED DIAGNOSTIC/PRESCRIPTIVE READING COURSE FOR COLLEGE STUDENTS

Order No. DA8222779

ROSEN, ELLEN UNELL, PH.D. *The University of New Mexico*, 1982. 296pp.

The purpose of this study was to design, implement, and evaluate a criterion-referenced diagnostic/prescriptive course of reading instruction for college students. The effects of this method were compared with the effects of the traditional whole-class method on vocabulary, comprehension, and grade point average. Subjects were 107 students voluntarily enrolled in a college reading course. Treatment was randomly assigned to sections.

The Nelson-Denny Reading Test and a diagnostic test were administered to all students. In the whole-class sections, instruction was in the traditional presentation-discussion-practice mode: emphasis was on class, rather than individual, weaknesses and on subjects covered by the textbook. In the diagnostic/prescriptive sections, instruction was geared to the individual's weaknesses as diagnosed by the criterion test. Remedial prescriptions were selected for the student at his reading level as determined by the NDRT. If the criterion level was not achieved, additional prescriptions were assigned. When the student achieved the criterion level specified on an objective, he applied that skill to one of his own textbooks. At the end of the semester, all students were administered an alternate form of the Nelson-Denny Reading Test and the criterion-referenced test.

Analysis of covariance was used to test eight hypotheses. If the test of homogeneity of regression coefficients indicated that the two groups were not homogeneous, covariance was not used and the covariate was treated as a second independent variable. The alpha level was set at .05.

For five variables, students taught by the diagnostic/prescriptive method performed as well as students taught by the whole-class method. For three variables, students who scored in the middle or lower score categories on the pre-measure performed better on the equivalent post-measure when taught by the whole-class method; for students who scored in the upper score categories, teaching method did not appear to be as significant.

THE DEVELOPMENT AND EVALUATION OF A SELF-REPORT INSTRUMENT TO MEASURE CONFLICT MANAGEMENT STYLE

Order No. DA8223277

ROSS, ROSEANNA GAYE, PH.D. *Ohio University*, 1982. 196pp. Directors of Disseertation: Ted J. Foster, Sue DeWine

This research develops an instrument to assess conflict management style through identification of verbal messages used in conflict. Blake and Mouton propose a two-dimensional framework for determining conflict management style, yielding five styles: competing, collaborating, compromising, avoiding, and accommodating. Can an instrument assessing these five styles be developed which: (1) focuses on communication through use of verbal messages; (2) adjusts for social desirability; (3) meets minimal reliability/validity standards; and (4) complies with requirements for use of inferential statistics?

A factor analysis (n = 585) of 83 message items representing these five styles produced only three clearly definable styles, paralleling the competing, collaborating, and accommodating styles; these were identified as concern for self, concern for issue, and concern for other. A five-point Likert scaling was given to 18 items (six per style), and utilized in remaining research. To counter social desirability effects, subjects were to recall and write about a conflict before responding.

Analyses of the 18-item instrument included a factor analysis (n = 210), test-retest reliability assessment (n = 118), correlation with the Hall Conflict Instrument (n = 112), and correlation between the subject's responses and a friend's assessment of the subject's behavior (n = 106). To assess social desirability, subjects (n = 72) rated the desirability of each message. Subjects took the instrument *without* the critical incident recall, and analysis of variance investigated differences with the group *with* critical incident (n = 116).

Coefficient alphas are: self, .764; issue, .782; other, .730. Test-retest correlations are: self, .690 issue, .647; other, .627 ($p < .01$). Factoring of the 18-item instrument yields one factor for each of the self and issue subscales, and two factors for the other subscale. Correlations are nonsignificant between self and Hall's competing, and between other and Hall's accommodating; correlation between issue and Hall's collaborating is −.187 ($p < .05$). Subject's scores correlate with friend's responses: self, .351 ($p < .01$); issue, .340 ($p < .01$); other, .194 ($p < .05$). In determining social desirability, the analysis of variance reveals a significant difference between the three styles ($p < .001$), with no significant difference between scores for the group that took the test with the critical incident recall and those without the recall.

THE RELATIONSHIPS BETWEEN A VISUAL REVERSALS TEST AND A PHONEMIC SEGMENTATION TASK AND END OF FIRST GRADE READING ACHIEVEMENT

Order No. DA8215754

SADOFF, ARTHUR C., ED.D. *Columbia University Teachers College*, 1982. 92pp. Sponsor: Professor Margaret Jo Shepherd

Early identification of children who are "at risk" for reading failure remains of great importance in the field of special education. An assessment procedure that can maximize the number of correctly identified "at risk" youngsters while minimizing the number of children who are not appropriately identified, is needed. This study looked at two experimental procedures, the Horst Reversals test and the Liberman Word Segmentation task, to assess their joint and unique contributions in predicting reading achievement at the end of first grade. Children who were just entering first grade, from an urban and a suburban school district, were given both the Horst and Liberman tasks. End of kindergarten and end of first grade reading achievement levels were obtained from reviewing the children's school records.

Results were analyzed separately for each sample since the suburban group's performance on both experimental tasks, was significantly higher than the urban group's performance. Both the Horst and Liberman tasks made significant contributions toward explaining reading variance, for both samples. For the urban sample a higher correlation was obtained between the Horst and first grade reading than was obtained between the Liberman and first grade reading. A low correlation was obtained between the Horst and Liberman for each sample. Both tasks had a moderate correlation with first grade reading in the suburban sample. Additional crosstabulational analyses suggested that both tasks correctly categorized children for first grade reading performance between 70% and 80% of the time. The higher (and significant) results were obtained in the suburban sample. Further analysis suggested that the two tasks are identifying several different children as being "at risk".

Data support the use of a multi-task battery to maximize the number of appropriately identified "at risk" youngsters. The vast difference in performance between the two samples were discussed in terms of SES and language factors. The importance of using crosstabulational techniques, in addition to correlational analyses, to determine the effectiveness of the screening instruments, was discussed.

THE VALIDITY OF THE DESCRIPTIVE TESTS OF LANGUAGE SKILLS AND OTHER PREDICTOR VARIABLES IN THE PLACEMENT OF BASIC SKILLS STUDENTS IN A DEVELOPMENTAL READING COURSE AT SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Order No. 8221963

SNYDER, VIVIAN E., PH.D. *Southern Illinois University at Carbondale*, 1982. 169pp. Major Professor: Dr. Margaret Keyser Hill

Purpose of the study was to determine the utility of the Descriptive Tests of Language Skills (DTLS) for placement decisions and prediction of attrition/persistence and GPA for special admissions students. Areas investigated included analyses of internal consistency reliability, content validity, predictive validity, and placement rate. An evaluation was also made as to how much the DTLS tests, the four Academic Tests of the ACT Assessment Program, and high school percentile rank, separately and in combination, contribute to the variance in cumulative GPA and attrition/persistence. Subjects included all freshmen ($n = 496$) admitted to Southern Illinois University at Carbondale through the special admissions program, fall semester, 1978.

Reliability coefficients for the three DTLS tests were: .78 for Reading Comprehension, .63 for Vocabulary, and .79 for Logical Relationships.

SIUC Center for Basic Skills reading faculty matched items on the DTLS tests with objectives for the Center's developmental reading course. It was concluded that the DTLS tests do not cover a representative sample of course objectives.

Predictive validity was measured through regression analyses. Dependent variables were: Cumulative GPA and attrition/persistence (each measured at end of first year, end of second year, end of third year, and middle fourth year in school). Independent variables were: DTLS Reading Comprehension, Vocabulary, and Logical Relationships tests, ACT English Usage, Mathematics, Social Studies Reading, and Natural Sciences Reading tests, and high school percentile rank. Two independent variables were employed in single regression models only: ACT composite and DTLS composite.

The best single predictor of attrition/persistence and cumulative GPA was ACT composite, although total amount of variance accounted for by this variable was extremely small (usually under 10%) in all instances. All other tests (DTLS and ACT) were significant ($p < .05$) individual contributors to the variance in the dependent variables, except for DTLS Vocabulary. High school percentile rank was not predictive of either variable.

A stepwise analysis of the eight predictor variables yielded no combination of variables to better predict attrition/persistence or cumulative GPA than a single test (different ACT or DTLS test) for each measurement period.

Discriminant analyses of the placement rates indicated that the DTLS tests were correctly placing students into the developmental reading course.

EVALUATION OF THE KANSAS STATE UNIVERSITY DEVELOPMENTAL READING PROGRAM ON THE CRITERIA OF RETENTION OF READING ACHIEVEMENT, CHANGE IN ATTITUDE TOWARD READING AND STUDENT SATISFACTION WITH READING INSTRUCTION

Order No. DA8221857

TOPHOJ, BARBARA ELLEN CARLSON, PH.D. *Kansas State University*, 1982. 126pp.

The purpose of this study was an attempt to evaluate the effectiveness of a college developmental reading program. In order to accomplish this purpose, data from the *Nelson-Denny, Form E*, *Kansas State Reader Attitude Scale*, and a scale designed to measure satisfaction with their reading was collected from students enrolled in the Developmental Reading Laboratory at Kansas State University. The subjects of this study were students who had enrolled in the

Developmental Reading Laboratory at Kansas State University. The subjects of this study were students who had enrolled in the Developmental Reading Laboratory in either the Fall 1980, Spring 1981 or Fall 1981.

In order to accomplish the specific purposes of this investigation answers to the following questions were sought: (1) Do students at Kansas State University retain reading achievement four months and nine months after systematic/developmental reading instruction when compared to a control group? (2) Do students at Kansas State University have a positive attitude toward reading four months and nine months after systematic/developmental reading instruction when compared to a control group? (3) What level of satisfaction do students at Kansas State University evidence in terms of their developmental reading instruction four months and nine months following this instruction?

On the basis of the findings derived from this study, the following general conclusions were drawn: (1) The evidence obtained in this study indicates that students do benefit at both the four month and nine month period of time from instruction in the developmental reading program. While all gains were not statistically significant, it is judged that most gains were educationally acceptable. (2) The results of this study indicate that the developmental reading program at Kansas State University is such that students develop and retain a positive attitude towards reading at both the four month and nine month periods of time. The results were significant both statistically and educationally. (3) The data obtained in this research effort revealed that the students enrolled in the developmental reading program at Kansas State University did experience a reasonably high degree of satisfaction with their reading as a result of the experience.

A comprehensive move toward increasing the effectiveness of collegiate reading improvement programs must incorporate the findings of research efforts. It is therefore recommended that studies need to be undertaken in the areas of measurement tools and criterion measures used to determine the effectiveness of college developmental reading programs.

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